

HOLY FAMILY CATHOLIC SCHOOL



SEND Information Report

Date agreed	September 2022
Next review date	September 2023 (or in line with Catholic Education Services (CES) / LBWF Changes)

THE MISSION STATEMENT OF THE SCHOOL

Holy Family Catholic School is a Catholic community embracing the clear Christian values of respect, service and justice.

We are a family of many cultures sharing one faith.

We exist to educate young people towards excellence in all dimensions of their lives, recognising the uniqueness of each and the equality of all.

Holy Family Catholic School
Special Educational Needs and Disabilities
School Information Report (2022-2023)

How we support students with Special Educational Needs and Disabilities at Holy Family Catholic School

Our Mission Statement permeates all we do at Holy Family:

'The Holy Family Catholic School is a Catholic community embracing the clear Christian values of respect, service, and justice. We are a family of many cultures sharing one faith. We exist to educate young people towards excellence in all dimensions of their lives, recognizing the uniqueness of each and the equality of all.'

Holy Family Catholic School is committed to meeting the needs of those students with Special Educational Needs and Disabilities (SEND) as far as it is reasonably practicable and compatible with the provision of the efficient education of other students. Holy Family Catholic School has due regard to the SEN Code of Practice 2015 and the Disability Discrimination Act 2001.

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1. Type of school we are:

- Holy Family Catholic School is an 11-18, comprehensive, co-educational, voluntary aided school. Students with Special Educational Needs and Disabilities are, of course, welcome to apply to become a part of our community. (See website for more detailed information on admissions.)
- Our Ofsted rating in 2018: **Good**

2. The areas of SEND that we provide for:

The 2015 SEND code of practice outlines four areas of special educational needs that include a range of difficulties and conditions:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

3. How we know if a student has special educational needs:

- Records from previous schools as students transfer to us.
- Our Transition Coordinator and other members of Holy Family staff spend a significant amount of time visiting our feeder primary schools to collate transition reports that make sure that Special Educational Needs and Disabilities issues are picked up by the SENDCO and other key staff.
- The Learning Support department conducts a reading age test for all prospective year 7 students during their transition day in July.
- Staff at Holy Family can do a referral to the Learning Support Department at any time if they are concerned about a student. The Learning Support department will then investigate the issue further.
- The SENDCO monitors students' progress by dropping into lessons, carefully tracking progress data and regularly consulting subject teachers.
- Termly reports can highlight issues to do with Special Educational Needs and Disabilities.
- Staff to flag initial concerns with the SEND department using Internal Referral form.
- Staff can also email Year Leaders with concerns about students which can then be sent to the SENDCO for further investigation.
- Parents can email the relevant Year Leader and/or SENDCO to raise a concern about a possible issue to do with Special Educational Needs and Disabilities.

4. What we do to help students with special educational needs:

- The Holy Family Catholic School SEND register highlights to staff the key issues relating to students with Special Educational Needs and Disabilities.
- Information on all students with Special Educational Needs and Disabilities is produced by the Learning Support department and is shared with staff.
- Subject teachers are responsible for the progress of all students in their classroom. They must personalise the teaching for the student with a Special Educational Need and/or Disability according to the information provided by the Learning Support department.
- Students who are in Local Authority Care who also have an EHCP, have a Personal Education Plan (PEP), produced by the Learning Support department which staff read (in fact all Looked After Children (LAC) will have a PEP). This has the student's view on it as well as the views of their parent/carer.
- The quality of teaching is monitored by the SENDCO, Curriculum Leaders and the Senior Leadership team (SLT).
- There is help available in the classroom from 'Learning Support Assistants' (LSAs). They are guided, in advance of the lesson, by the specialist subject teacher as to how they can help the student(s) concerned.
- Some students are withdrawn from the classroom for specialist support.
- There are two *Small Teaching Groups* across years 7 and 8 in which students receive additional support, while accessing the full curriculum.
- The SENDCO will liaise with external specialist agencies to get advice on a particular Special Educational Need and/or Disability issue. This advice is then passed to the subject specialist staff to allow them to personalise the learning of that student.

- Learning mentors (and other types of mentors) are assigned to specific students to help them in coping with life at secondary school.
- Small groups run, when needed, to help students to develop their social skills and manage their emotions.
- Our Speech & Language therapist carries out assessments, reviews and interventions.
- Outside school hours, literacy, numeracy and homework clubs take place for students with SEND (although they are also popular with other students too).
- In order to gather student voice, each pupil on the SEND register has a pupil passport. This includes pupil and parent voice, interventions they access and targets (which students are supported to write)
- Pupil passports are reviewed termly.

5. How we decide what resources we can give to a student with special educational needs and disabilities:

- SLT works with the SENDCO to allocate resources for students with SEND. This will include, for example, LSA time, equipment and aids, specialist services and staff training.
- Students who have an Education, Health and Care plan (EHCP) have allocated resources which are used for that student. The SENDCO will discuss the allocation of these resources with the family and student concerned.
- If several students have been referred to the Learning Support Department, then they are discussed at a Learning Support Departmental meeting and put in rank order based on the level of need from the evidence provided. This evidence will include progress data, reports, comments from all the subject teachers of that student and lesson observations made by the Learning Support Department.
- The SENDCO will then decide who to progress to specialist services such as the Educational Psychologist or Speech & Language therapist. Similarly, SENDCO will decide who will receive LSA help in class. Subject teachers will also get feedback and advice about the student concerned.

6. How we check that a student is making progress and how we keep parents informed:

- Responsibility for the progress of students with SEND lies with the subject specialist teacher who will track the student's progress and give feedback in accordance with departmental and school policy.
- The progress of all SEND students is considered alongside all other students when each Curriculum Leader meets with their SLT line manager.
- Parents receive a termly report and there is an annual parents evening for each year group.
- If a student is added to the SEND register, parents/carers will be informed in writing and will be invited to meet with the SENDCO should they wish.
- If a student has an EHCP, this will be reviewed three times per year.
- Review meetings will take place annually, in school or online.
- Parents are welcome to email the school at any time if they have concerns about the progress of their child. It is important that any email includes the relevant Form Tutor, Year Leader and the SENDCO.
- The student journal is also a way that staff will keep parents informed about student progress.
- There may also be additional meetings about individual students as required.
- The SENDCO's weekly surgery has been invaluable to parents, carers and staff over

many years. All parents/carers are welcome to contact the SENDCO by telephone or email to book a visit. The surgery is available face to face, by phone, or online.

7. Support we offer for students' health and general wellbeing:

- The Form Tutor and the relevant Year Leader will be looking after your child on a day to day basis. Students are encouraged to talk to them if they are worried about anything, no matter how small.
- The school's PSD curriculum has modules which focus on safety, well-being, e-safety and how to report issues confidentially.
- Year Leaders meet with the Assistant Head Teacher every fortnight or more often, if needed, to discuss the year group as a whole as well as individuals.
- All staff are made aware of a student's vulnerability via confidential correspondence which enable all staff to know, care, support and guide students appropriately.
- The Learning Support department and the SENDCO are also available for students to talk to if they are worried about an issue.
- If a student has a specific medical need then a Care Plan will be written in conjunction with our link School Nurse.
- The Safeguarding Officer, Student Behaviour and Welfare Officer, and learning mentors form a part of our Child Protection Team. This team supports students experiencing all manner of difficulties.
- The school employs a counsellor. There are also trained Sixth Form Mentors who work very successfully with younger students who are experiencing personal issues.
- The Educational Psychologist suggests strategies to be used with specific students to help them make better progress.
- There is a strong student voice in the school through the School Council. This has representatives from all the year groups. Comments and suggestions are discussed by SLT.
- Mental Health has been a priority at Holy Family for many years. We work very closely with the local CAMHS provider.

8. Specialist external services we use when we think extra help is needed:

We have a range of external services that we call upon to support our students:

- Advisory Service SEND Success for support with ASD, ADHD, and learning difficulties
- Speech and Language service in the Local Authority
- Child and Adolescent Mental Health service (CAMHS)
- Educational Psychology service for assessment and intervention
- Hearing Impaired service
- Visually Impaired service
- School Nurse
- Education Welfare Officer
- NASEN (National Association of Special Educational Needs)
- Social Services
- LBWF SEN services
- LBWF Childrens' services
- Other London Boroughs' Children's' Services and Social Care departments

9. The training our staff have had or are receiving:

- Safeguarding and Child Protection
- Statutory training for new SENDCOs - National Award for Special Educational Needs Coordination (held by SENDCO and Deputy SENDCO)
- Training provided by Whitefield Special School and SEND Success
- Autism Education Trust - AET Framework
- Hearing Impairment Training
- SENDCO Forum
- Speech and Language intervention training
- Zones of Regulation training
- IPSEA SEND and the Law
- Access arrangements for public examinations training for readers, scribes, and invigilators
- Access arrangements for public examinations training for SENDCOs
- Access arrangements assessor training- CPT3A course, 2022-2023
- Cognitive Behaviour Approaches to be delivered by the EP, 2022-2023
- Training for staff on adapting teaching to suit the needs of students
- Training offered on neurodiversity, emotional regulation, working memory, dyslexia, supporting EAL in the classroom

10. How we include students with SEND in activities and school trips:

- Safety is considered at all times. Risk assessments are completed prior to all trips.
- We have an inclusive policy at Holy Family Catholic School and we think it is of absolute importance that all of our students are able to access all of the activities and trips our school offers.
- The school provides additional support for SEND students if it is deemed required for a trip or activity.
- A list of all student participants in a trip is sent to the Head of Site to consider what detailed risk assessment needs to occur in order to support them.

11. Our school environment

- Most of the Walthamstow House site is wheelchair accessible via a lift. Timetable adjustments will always be made to enable access for disabled students.
- The ground floor of the Wiseman House site is wheelchair accessible.
- There are currently two lifts at school. Timetable adjustments will always be made to enable access for disabled students.

12. How we prepare for students joining our school and leaving our school:

- Parents/carers can speak to the SENDCO at the Open Evenings in the autumn of Year 6 (or at any other time by appointment).
- Records from previous schools as students transfer to us in year 7 (or at other times) are sent. Detailed work is carried out by the Transition Coordinator and SENDCO, including visiting particular students with SEND in their primary schools.
- Students with SEND and parents/carers are invited into school during the summer term to meet with a member of the Learning Support department. This helps us to build up a picture of the student concerned and how they like to learn.
- Students with SEND are offered extra visits to the school to become familiar with the building and key staff.
- Holy Family Catholic School has many strong links with further and higher education

providers. Students with SEND will receive careful guidance and support on how to access the most appropriate provision at these stages of their education. Holy Family staff will support students with SEND through all stages of transition beyond school.

13. How parents are involved in school life:

- Parents are encouraged to email/contact the school if they have any concerns or questions. Key information about the school is available on the school's website.
- Parents help the Learning Support team to update Pupil Passports and EHCPs regarding their child.
- Consultation evenings for each year group.
- Weekly SEND surgery.
- Meetings with external agencies.
- Parents are invited to be members of the 'Friends' association.
- Parents are able to volunteer to work in school (subject to appropriate checks)
- Governor meetings.
- SEND 'meet and greet' at the start of year 7.
- SEND coffee mornings.

14. Who to contact for more information or to discuss a concern:

- The main point of contact for your child is their Form Tutor in the first instance. For more serious concerns, the Year Leader for that year group should be contacted. The best email address on which to make contact with the school is:

office@holyfamily.waltham.sch.uk. Information can then be forwarded to relevant staff.

- The contact details for the SENDCO are:

Mrs A Kean, a.kean@holyfamily.waltham.sch.uk tel: 020 8520 0482

- The school's complaints procedure may be followed (details on the school website).

15. Further independent advice:

- If a parent wishes to seek independent, confidential and impartial advice, we recommend:

Waltham Forest SENDIASS - This is now delivered via the Citizens Advice Bureau:
CAB 220 Hoe Street, Walthamstow E17 3AY Tel: 0300 330 1175

16. Local Offer:

- The Waltham Forest Local Offer is available at <http://walthamforest.childrensservicedirectory.org.uk/kb5/walthamforest/fsd/localoffer.page>
- This school Information about children with special educational needs and disabilities at Holy Family Catholic School was updated in the academic year 2022-2023. It will be reviewed again in the academic year 2023-2024.